

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
PLANTS	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.	TIER 2 (Academic): Observe, identify, sort, group, compare, describe, differences, similarities, test, record, diagram, chart, secondary sources. TIER 3 (Topic Specific): Plants, dandelion, daisy, thistle, water lily, buttercup, heather, fern, blossom, Deciduous, oak, ash, willow, beech, maple, Evergreen, pine, spruce, holly, roots, trunk, branches, leaves, stem, petals, buds, bulb, seeds, wild plants, garden plants.	Local park, woodlands, botanical garden, or a walk around the school grounds to observe local plant life. Chelsea Physic Garden: KS1 workshops where pupils dissect flowering plant structures (roots, stem, leaves, petals), sort wild plants from garden plants, and compare bulb growth to seed germination. Royal Botanic Gardens, Kew: Tree identification trails where pupils collect bark rubbings, inspect leaves, and classify local trees into deciduous (oak, beech) and evergreen (holly, pine) categories.
PRIOR LEARNING	Reception: Explore the natural world around them, making observations and drawing pictures of plants. Recognise and name some common trees and plants. Know what a plant needs to help it to grow. Observe the life cycle of plants and gain a deeper understanding of growing.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What plants grow in our local area?	Are all trees the same?	What are the parts of a flower?	How is a tree different from a flower?	Where do plants come from?	What do plants need to survive?
LEARNING OBJECTIVES	Wild and Garden Plants: To identify and name a variety of common wild and garden plants.	Deciduous and Evergreen Trees: To identify and name deciduous and evergreen trees.	Plant Structure: To identify and describe the basic structure of a common flowering plant.	Tree Structure: To identify and describe the basic structure of trees.	Seeds and Bulbs: To explore how plants usually grow from seeds and bulbs.	Plant Needs & Life Cycle: To explain that plants need warmth, light, and water to grow and survive.
ACTIVITY WORKING SCIENTIFICALLY SKILLS	RESEARCH USING SECONDARY SOURCES: Use apps like Leafsnap UK to name plants found in the local environment that children may not be able to name.	CLASSIFYING: Classify leaves choosing their own criteria. Observe a tree in the school grounds to see its current seasonal state.	IDENTIFYING: Dissect a common flowering plant. Identify and label the roots, stem, leaves, and petals.	PATTERN SEEKING: Compare the parts of a tree (roots, trunk, branches, leaves) to the parts of the smaller plant from Week 3. Compare leaf sizes on different plants (e.g., "bigger plants, bigger leaves").	OBSERVING OVER TIME & CLASSIFYING: Classify a variety of seeds and bulbs. Plant cress seeds and observe how they change through the week.	OBSERVING: Review the cress seeds planted in Week 5. Discuss how flowering plants make seeds to reproduce, and that some die after producing seeds while others live for generations.

ASSESSMENT	Pupils can accurately distinguish between and name at least two wild plants and two garden plants.	Pupils can confidently explain the difference between deciduous and evergreen trees, naming an example of each (e.g., Oak vs. Pine).	Pupils create a labelled diagram accurately naming the roots, stem, leaves, and petals.	Complete a sorting activity matching vocabulary (trunk, branches) to trees and (stem, petals) to flowers.	Pupils can sequence the early stages of a seed germinating based on their cress seed observations.	Pupils can verbally list warmth, light, and water as the essential needs for a plant to grow and survive.
END POINT ASSESSMENT	By the end of this sequence, pupils will be able to identify and name a variety of common wild and garden plants, as well as classify trees as deciduous or evergreen. They will understand and describe the basic structure of flowering plants and trees (roots, stem/trunk, leaves, petals, branches). Pupils will know that plants begin as seeds or bulbs and will be able to explain that plants require warmth, light, and water to grow and survive.					
HIGHER ORDER QUESTIONS	Why do you think some plants are called "wild" and others are planted in gardens?	How might losing its leaves help a deciduous tree survive the cold winter?	Why do plants need roots hiding under the soil instead of just resting on top of it?	Why does a tree have a thick, hard trunk while a daisy has a soft, bendy stem?	If a seed looks completely dry and dead, what makes it suddenly start to wake up and grow?	If we put our plant in the fridge with plenty of water and a light on, would it grow well? Why or why not?
FURTHER OPTIONAL QUESTIONS BIG QUESTIONS FOR DISPLAY	• Could we survive without plants? • Do plants 'eat' the dirt? (Misconception) • Are all leaves green? • Do trees go to sleep in the winter? • Can plants move? • What would happen if a plant didn't have any roots? • Can a seed still grow if we plant it upside down? • Why do flowers have such bright petals and sweet smells? • Why do some plants have thorns or prickles? • What would happen if we gave a plant too much water?					
INCLUSION & ADAPTATION <i>Pre-teaching Vocabulary:</i> Introduce the Tier 3 vocabulary before the lesson	Provide a visual scavenger hunt checklist on a clipboard. The checklist should feature clear, large photographs of just 2 or 3 specific plants to find (e.g., a daisy and a rose). Physically match the real plant to the photo on their board.	Provide a physical sorting activity using two hula hoops. Give the child a pile of crunchy, brown, dead leaves and a pile of soft, green, waxy leaves. Guide them to sort by texture ("crunchy" vs "soft" or "dead" vs "alive"). A	Provide a large, pre-cut Velcro puzzle of a flower. Assemble the flower puzzle. Label each part and velcro the label to the correct part. Emphasise tactile exploration: let them smell the petals and feel the wet roots.	Use concrete objects: a thick, rough piece of tree bark/log and a soft, bendy flower stem. Action: Ask simple, closed comparative questions: "Which one is hard? Which one is soft?"	Provide large bulbs (like daffodils or onions) or large seeds (like broad beans) Provide a visual step-by-step strip (1. Pot, 2. Soil, 3. Bulb, 4. Water). The adult supports the child to physically complete each step, ticking it off the visual schedule to provide a clear structure and end point to the task.	Yes/No sorting game. Have a physical plant in the centre of the table. Provide a basket of real objects: a watering can, a picture of the sun, a bag of soil, alongside "distractor" items like a toy car. Ask, "Does the plant need this to grow?" and have them sort the objects – yes or no.

GREATER DEPTH	Ask the children to explain what a weed is (a wild plant growing where it is not wanted, like a dandelion in a flowerbed). Sort plants into three categories: <i>Wild</i>, <i>Garden</i>, and <i>Both</i> (plants that can be both). Ask them to justify their choices using reasoning (e.g., "A daisy is wild because it grows in the grass by itself, but it's in the garden because it's on my lawn").	Ask the children to predict what a deciduous tree and an evergreen tree will look like in exactly 6 months. Draw a comparative diagram and verbally explain that deciduous trees drop their leaves to save energy and survive the cold, dark winter, while evergreens have tough leaves that can survive the frost.	Focus on the function of each plant part, rather than just the name. Create a labelled diagram with a simple sentence explaining the job of each part (e.g., "The roots act like a straw to drink the water," or "The petals are bright to invite the bees.").	Why does a tree need a thick, wooden trunk and a daisy only needs a thin, green stem?	Introduce the concept of a 'fair test' and comparative observation. Create a simple experiment with two plant pots. Plant the seeds normally in Pot A, but plant the seeds extremely deep under the soil in Pot B. Have them predict what will happen and write a hypothesis (e.g., "I think the deep seeds will take longer to reach the top because they have further to push through the dark.").	Create a Plant Hospital scenario. Show the children a real plant that is yellowing and wilting (or a photograph of one). Ask them to act as the 'Plant Doctor', diagnose what the plant is missing (e.g., "It hasn't had enough sunlight because the leaves are turning yellow"), and write a "prescription" of what needs to be done to save it.
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